

Pre-visit activities

The following activities have been devised to prepare students for the kinds of stories and language content evident throughout the Immigration Museum. They are designed to suit a broad range of language competencies and subject interest.

Select one or two (or more) activities to complete with your students before your visit to the Immigration Museum.

Activity	Title	Gallery	Level	Pages
1. On-Line Options	Search the Immigration Museum web site	Section 1 Section 2 Section 3	beginner intermediate advanced	2 - 3
2. Reading, Writing & Discussion	The Jackomos family	Journeys of a Lifetime	Intermediate	4 - 5
3. Reading Comprehension	The Rush for Gold	Customs & Journeys of a Lifetime	Intermediate	6 - 7
4. Reading, Writing & Discussion	Refugees, Asylum Seekers and Illegal Immigrants	Getting In	Intermediate	8 - 9
5. Reading, Writing & Discussion	Brave Women – Cuc Lam and Caroline Chisholm	Getting In	Beginner-Intermediate	10 - 11
6. Information and Internet Research	Indigenous Australians		Advanced	12 - 13
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1. On-Line Options

Search the Immigration Museum web site immigration.museum.vic.gov.au

We encourage students to use the Immigration Museum website before the day of their visit. In doing so, they will benefit in two ways;

1. practising their on-line skills
2. finding out more about the Immigration Museum

The questions on the following pages are based on language competency levels more than ability to access information by way of Information Technology skills. Teachers can decide whether students do a particular section or work through from Section 1 (lower language level) to Section 3 (higher level).

Find information on the web site to answer the questions.

Section 1

1. Where is the Immigration Museum?

2. What hours is the Immigration Museum open?

3. What is the entry fee for a) child, b) adult and c) concession?

Section 2

4. Membership. What is it and how much does it cost?

5. When did the Immigration Museum first open?

6. What exhibition is coming to the Immigration Museum soon?

7. What is the Immigration Discovery Centre (IDC)?

8. List 3 activities you can do in the IDC?



Section 3

9. The Immigration Museum is in the Old Customs House. What can you find out about this building? List 3 points.

10. List an exhibition now on, an exhibition that was held in the past and an exhibition to be shown in the future.

11. Ask your teacher the date he/she has booked an excursion to the Immigration Museum. Once you know, find out what other exhibitions are on at the date of your visit.

12. Find out about the Community Gallery. Explain what it is.

13. What is the Tribute Garden?

14. If you were organising a function at the Immigration Museum, what function spaces are available? List at least 3.



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2. Reading, Writing and Discussion

The Jackomos family

Australia has a diverse population where people from many cultures live together.

Alick and Merle Jackomos come from two very different cultures. Their story shows us how love can help understanding between cultures and bring them closer together within the Australian community. The Jackomos story is in the Journeys of a Lifetime Gallery.



Jackomos Family – Alick, Merle, Andrew, Esmail and Michael
Photo: Museum Victoria; Indigenous Collection

Key words to learn

island	moving	northern	southern
Aboriginal settlement	met	events	Boxing
competition	timeline	include	information
column			

Alick Jackomos

Alick was born in Australia in 1921.

His parents came by ship from the Greek island of Kostellorizo to Australia just after World War One. They arrived in Perth before moving to Carlton in Melbourne.

Merle Jackomos

Merle Morgan was born in New South Wales in 1929. Merle's parents were from the Yorta Yorta people who lived in a large area along the Murray River near Echuca in northern Victoria. They were Aboriginal Australians.



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How did Alick and Merle meet?

They met on a train to Melbourne in 1950. Merle had been visiting her family on an Aboriginal settlement in southern New South Wales for Christmas. Alick was returning from a boxing competition in Echuca. Alick was 29 and Merle was 21.

To Do

Find out what a timeline is.

Ask your teacher to show you her/his timeline from when your teacher was born to when she/he was 21. You might like to ask your teacher questions about it.

To Write

1. Work with a partner. From the information you have read in this column write a short timeline for Alick Jackomos.
2. Write your own timeline from when you were born until now. Include dates, places and important events.

A story of love and understanding

When Alick first saw Merle on the train he thought she was beautiful. He had to talk to her.

"Oh hello, are you going to Melbourne?"

Merle had been taught not to speak to strangers so she said nothing – even though she thought he was quite handsome.

Back in Melbourne Alick had been making friends with people in the Aboriginal community. One day he was walking along Bourke Street with some of his friends when he saw Merle.

"This is the girl I've been waiting for!"

He rushed up to Merle and would not let go of her hand. He asked her out for a date. She agreed because the two friends Alick had with him were Merle's cousins.

Alick and Merle were married six months later. Together they have raised three children, visited each other's traditional homes of Kostellorizo and the Yorta Yorta lands and both have won special awards for working to help the Aboriginal community over many years.

Discuss or write about the following

1. Do you think people can 'fall in love' from one short meeting?
2. What does *love* mean in your culture?
3. What do you think would be the positive and negative things about marrying someone from another culture?
4. If you married someone from another culture how important would it be to understand their history, traditions and culture? Explain your answer.

When you visit

Try to find the photo of Merle's 'magic place' from when she was a child.



3. Reading Comprehension

The Rush for Gold

The gold rush period was the first major wave of migration to Victoria. About half a million immigrants arrived in the colony in the decade from 1851 – 1861. The largest number of people came from England, Ireland, Scotland, China, USA, Germany and Wales. Significant numbers of people also came from Italy, Spain, Poland, Denmark, Sweden and India. The Old Customs House and the area surrounding it was extremely busy during the gold rushes as immigrants arrived in Melbourne by ship and then travelled to the gold fields in Bendigo and Ballarat.



Customs House Enclosure, Melbourne. S.T. Gill, 1858.
Photo: By permission of the National Library of Australia

Use an English dictionary to find the meaning of these words

reliable (adj)	hull (n)
seek (v)	independent (adj)
via (prep)	competition (n)
profit (n)	vary (v)
route (n)	risk (n)
sight (n)	iceberg (n)
mast (n)	illegal (n)
pack (v)	hygiene (n)



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Read the text and answer the questions below

During the Gold Rush Period of 1851-1861, travel to Australia became faster and more reliable than in the past as wooden-hulled ships were replaced by larger, iron-hulled ones. Sea captains would bring independent gold-seeking immigrants to Melbourne and then return to Europe via China with wool and tea to trade. There was a lot of competition between shipping companies because of the large amounts of profit that could be made on each journey. Conditions for passengers on board the ships varied, depending on the captain's route, number of people on board and level of medical services available. Passengers who paid more money were entitled to more space and better conditions.

Many captains took safety risks on the journey. One popular route was to sail far south of Africa into the Southern Ocean, where they could use the stronger winds to arrive in Australia more quickly. Some ships sailed so far south that passengers reported sighting icebergs towering out of the water above the masts. Most captains illegally packed their ships with too many passengers. Poor hygiene and a lack of medical attention caused disease and death. In 1852, one in every 60 adults and one in every six children died on the voyage to Melbourne.

Questions

- 1) Why did travel to Australia become faster during the gold rushes?
- 2) Why was the journey so profitable for sea captains and shipping companies?
- 3) Why did the sea captains sail so far south?
- 4) How was the journey to Australia dangerous for passengers?
- 5) What percentage of children died on the journey to Australia?

At the Immigration Museum

The Journeys of a Lifetime Gallery is in the Long Room of the Old Customs House. During the gold rushes and for many years after, the Long Room was the main room of customs business. In the Journeys of a Lifetime Gallery is a large boat that visitors can climb aboard and explore. What do you expect to find in it?



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4. Reading, Writing and Discussion

Refugees, Asylum Seekers and Illegal Immigrants

Immigration into Australia has been a difficult issue even before Federation in 1901. There have always been supporters and opponents of it. Extra tension has been added to the immigration debate by:

- Tampa asylum seekers August, 2001
- September 11, 2001
- Bali bombings of October 12, 2002 and October 2, 2005



Cartoon: John Spooner
'The Age' 8-11-2001

For Discussion

1. Is there any difference between a 'refugee', 'asylum seeker' and 'illegal immigrant'? If you think there are differences, what are they?
2. Some people argue that the 'Tampa' and the 'children overboard' issues helped the government win the 2001 Federal election. Find out what these issues were about. (If you don't know, try researching or asking your teacher)
3. Governments must try to balance national security and regulating people coming into the country with human rights, compassion and that country's responsibilities as a member of the United Nations. Do you think the Australian government has the right balance?

Words you need to know

emotion	queue	detention	oppose
apply	standard	process	consider
criminals	evidence	prison	

To Read

People can become very emotional, upset and angry about the topic of immigration. Queue jumping and detention centres are among the most controversial of the current issues.



Some people say asylum seekers and refugees try to jump the queue. This means not applying to enter Australia in a proper way. Those who disagree with this say that in many countries where asylum seekers are coming from there is no standard refugee process where people line up to have their application considered.

People who support detention centres say that asylum seekers must not be allowed in the community until they are proved to be 'real' refugees. To find this out can take a long time so they must wait in detention until the government knows the true situation. The opposite view is that these people are not criminals, especially the children, and they have done nothing wrong. Yet, these people are in detention centres that are like prisons. There is evidence to suggest some people are developing serious emotional problems by staying too long in detention. They have left their countries in search of freedom only to be put in detention when they get to Australia.

Writing

4. There has been a history of trouble in detention centres since 2001. There has been damage to equipment, rioting, suicide attempts and fires deliberately lit causing millions of dollars of damage to buildings. Why do you think these events are happening?

5. What do you think the government should do about these problems?

6. Look at the cartoon.

What message do you think the cartoonist is telling us about queuing to get into Australia?

When you visit

As you enter the 'Getting In' gallery, look for the definitions of Refugees, Asylum Seekers and Illegal Immigrants to compare with your answers to Question 1.

For more information try the following web sites;

- * The Department of Immigration and Citizenship (formally Multicultural Affairs)
www.immi.gov.au
- * Information about facts or myths about asylum seekers
www.boat-people.org
- * Information on understanding racism and the benefits of cultural diversity
www.racismnoway.com.au



5. Reading, Writing and Discussion

Brave Women – Cuc Lam and Caroline Chisholm

Between 1840 - 1900 not many women immigrated to Australia. When immigrants arrived there was no support for them. They had to try and survive the best they could. If you were a woman at this time, surviving was even more difficult. By the 1970's the journey to Australia was the most dangerous part, especially if you were a refugee from Vietnam. Many didn't make it. For those who did, support for them once they arrived had improved a lot since the days of Caroline Chisholm.



Cuc Lam in Vietnam
Photo: Museum Victoria collection



2. Mrs Ferry and her children, Tempo Co.
Fermanagh, Ireland, 1899
Photo: Courtesy Ulster Museum Picture Library

Brave Women

For Discussion

1. What does the word 'brave' mean?
2. Tell your partner about people who have done brave things
3. Why do you think immigrating to another country is brave?

Words you need to know

escape	dress	checkpoint	dangerous
possessions	pouch	rescue	accept

Read the story of Cuc Lam

Cuc and her husband Minh escaped from Vietnam in 1978. They dressed as fishermen in a fruit and vegetable river boat to get past the checkpoint. Their boat was very small and the open sea was dangerous. Cuc had only a few possessions in a cloth pouch – a watch from her sister, earrings from her mother, her wedding ring and some tiny photos. Cuc and her husband spent eight days on the sea before they were rescued and taken to a Malaysian refugee camp. They were there for five weeks and then the Australian government accepted them. A new life in Australia began.



4. Why was Cuc Lam brave?

When you visit

Look for Cuc's red case next to her story

Caroline Chisholm

Words you need to know

terrible	conditions	unemployed	homeless
force	prostitution	decide	governor
during	employment	shelter	raise
refuse	rewards		

Read the story of Caroline Chisholm

Caroline Chisholm was born in England in 1808. She moved to Sydney with her husband in 1839. There she saw thousands of female migrants who lived in terrible conditions. Many were unemployed and homeless. Some were forced into prostitution to survive. Caroline decided she must help these women.

She helped them by talking to the Governor. He agreed to give her a building for the women to go to. During her time at the Female Immigrants Home she found jobs and homes for 11,000 women.

Caroline also helped immigrants in Victoria. She helped them by starting an employment office and shelters where women could stay as they moved around the country looking for work.

She returned to England twice to raise money for her work with immigrants in Australia. Unfortunately she died there. Caroline became poor herself because she refused rewards for the work she did for others.

Writing

5. Why was Caroline Chisholm brave?

6. What does the story of Caroline tell us about life for immigrants in Australia during this time?

When you visit

When you enter the Getting In Gallery see if you can find the photos and scrapbook of Caroline Chisholm.

<http://museumvictoria.com.au/ImmigrationMuseum/education/>



6. Information and Internet research



Rutherglen Corroboree, by Tommy McCrae
Courtesy: Museum Victoria collection

Indigenous/Aboriginal Australia

'The people of the Kulin Nation (the Aboriginal groups who lived around the Melbourne area) have always been connected to this land. For over two centuries Aboriginal people and immigrants have shared history. We recognise this past in both its losses and achievements and invite you to work towards a shared future that respects all cultures.'

From the banner on the ground floor of the Immigration Museum

To think about

What do you think of when you hear the word 'Aboriginal'?

What do you know about the history and culture of Aboriginal Australians?

Have you ever seen or met an Aboriginal person?

Where do Aboriginal people live and what do they look like?

What are some of the problems Aboriginal people have in today's Australia?

What is reconciliation?



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Indigenous is a word that means 'growing or originating in a particular country'.

Indigenous Australians are sometimes called Aborigines or Aboriginals but these names are rarely used by the Indigenous Australians to describe themselves. Indigenous people of Australia have been here for at least 40,000 years.

Indigenous people of Australia associate themselves with specific groups sometimes called tribes or clans. Each group traditionally owns certain areas of Australia and the resources in that land, often referred to as country. They could also give permission for other groups to come onto the land. Each group practised their own language and culture in their country. There are over 250 different languages and over 700 dialects. The 'Dreamtime', or story of the beginning of Aboriginal life, links all Aboriginal people to their land. This is the reason land is an important part of Aboriginal society and Aboriginal spirituality (religion). Europeans took possession of Aboriginal land without Aboriginal people giving them permission. Because of this Aboriginal people were forced off their land. Despite many difficulties Aboriginal culture has survived.

You may want to discuss or research the following topics that are important to an understanding of the issues that relate to indigenous Australians:

- country, dreamtime, kinship (family)
- shared history
- disadvantage (health, education, jobs)
- custody (prison)
- stolen generation
- self determination/treaty/reconciliation
- land rights (Native Title, Mabo, Wik)
- the Aboriginal flag/identity
- Aboriginal art
- discrimination/racism

As a starting point the following internet sites will be useful:

- Bunjilaka, the Aboriginal Cultural Centre at Melbourne Museum:
<http://museumvictoria.com.au/Bunjilaka/>
<http://museumvictoria.com.au/MelbourneMuseum/>
- www.yarrahealing.melb.catholic.edu.au
- Australian Institute of Aboriginal and Torres Strait Islander Studies:
<http://www.aiatsis.gov.au>
e-mail: ref@aiatsis.gov.au
- Australians for Native Title and Reconciliation:
www.antar.org.au
- National Native Title Tribunal:
<http://www.nntt.gov.au>

For a range of sites on Aboriginal topics search 'Aboriginal or Indigenous Australians'



7. Information, Reading and Discussion

ELICOS & International Students

The Immigration Museum tells the story of people who have come from around the world to make Victoria their home. Almost half the population of Victoria was either born overseas or had at least one parent born overseas.

Thousands of students from overseas come to Australia each year to study for a short period – sometimes three months, six months or a year or two. Melbourne and some regional centres in Victoria are popular places for students to come. They become 'home' for the time the students are studying here. There are many language schools, TAFE colleges and universities that provide courses designed for international students.

Short term overseas students share many similar experiences and emotions that migrants experience. There is;

- the sadness of leaving family and friends to go to an unknown country where many things are different
- the difficulty of language, new customs, finding their way around a strange environment
- loneliness and isolation
- exhilaration at new possibilities and experiences
- the need to find accommodation and sometimes work
- getting used to new food
- the need to learn how to survive and be happy in a unfamiliar environment
- different styles of learning, communicating and teaching.

Along with migrants' stories, there are stories from overseas students about success, failure, meeting challenges, overcoming difficulties, boredom and frustration, the opening up of possibilities. Life is a collection of experiences and for some overseas students studying in Australia, the experience of living in another country will be one of the biggest challenges of their life.

Read the story of Eun Jung Kwon from Korea. After reading the story, your students may like to discuss or write about:

- the important issues that come from Eun Jung's story
- whether Eun Jung's story is typical of the experiences of other overseas students
- what are the difficulties students experience as overseas students studying in Australia
- what are the differences between what the students expected life and study to be like in Victoria to what they have actually experienced
- what are the positive experiences
- if the students were to return to their countries soon, how would they answer the question from their friends 'How was your time in Victoria (Australia)?'
- what are three experiences that will be remembered about their time here
- what advice would they give to friends in their country thinking about studying in Victoria or Australia.

For students who may be interested in writing about their experiences be sure you read 'Share a Story' in the 'Post Visit Activities' section.

<http://museumvictoria.com.au/ImmigrationMuseum/education/>



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Name: Eun Jung Kwon (Sherry)
Gender: Female
Date of Birth: 07 Feb 1974

Education Qualifications

Jun – December 2000	Victoria Business College, Diploma of Marketing
Feb - Jun 2000	Victoria Business College, Diploma of International Trade
Feb – June 1999	RMIT University- City Campus Diploma of Interpreting
Oct - Dec 1998	Northern Melbourne Institute of TAFE Collingwood Campus Certificate of ELICOS - Advanced

I have been staying in Melbourne for over 2 years now. The purpose of coming to Australia was to study English. As far I know, people who can speak English are still the highest in demand in every company that deals with foreigners. I was also curious about the world out there so I quit my job as a dental hygienist in Korea, and I flew to Australia.

When I first arrived in Melbourne I stayed in a hostel for one week which my TAFE College prepared for me. Then I had to look for a place to stay so I went to the RMIT student union with one of my friends who recommended me to go. Then I found my accommodation. Actually I was kind of lucky because people usually find out that looking for accommodation is so difficult and stressful. Even if they find some places to call on the phone, their English is often not good enough to talk and listen to Australians. So finally they go looking with people who are the same nationality which is not good for them, I mean, for their purpose of learning English.

I lived in a flat by myself and away from my parents for the first time in my life so I had to organize everything by myself and that was a bit hard for me from the start. I had to cook for myself, wash my clothes and clean my room and house. I guess for men it could be even more difficult than for women to stay by themselves.



I also shared accommodation. Some people find difficulty in living with people who have a different culture. One person might think something is not a big deal, while the other may be concerned about it. Therefore they often argue with each other and finally one of them has to move out because of the cultural differences. On the other hand, some people live with some other people very happily and the reason is, I suppose, they try to understand the other person's culture and try to get on well. In my case, I tried to live with the people who were different nationality so that I could know their culture. Actually I enjoyed it.

The people who have come to Australia like my friends and myself, often find difficulty adjusting to a new life including such things as a new culture, new environment, new people, new language and to be alone without family or friends. They often feel lonely and empty and I was not an exception! This is because they do not know what to do and how to enjoy themselves in their free time after class so some people become interested in the casino, which is a fatal mistake for them. So how to entertain themselves is as important as their study.

We often have money problems living while we are staying overseas. Some people can get money for living and tuition from their parents. However, some people just have to pay for themselves. These people try to find a job so they can live while they are studying. I think studying in Australia has more benefits than studying in any other country for international students. One of the reasons is that you are allowed to work for a limited time while you are studying as long as you get permission from immigration department. So you can pay for your own rent or other living costs with that payment. However, the problem is that once a student gets a job they can't concentrate on their study so many people fail their subjects and have to continue their study next year, which is a waste of money and time. In my opinion, it is important for them to know how to allocate their time for study, work and relaxation.

Melbourne is a very safe place and an educational city so I think it is a good city for the international students to study and achieve their goals. In addition, Melbourne is a multicultural city. There are Australians, Europeans, and Asians. Many different cultures are combined with great harmony so most people are really open-minded to meeting a new culture.

When I first arrived in Melbourne my plan was to study English just for a few months. I soon changed my plan to stay longer because I wanted to study some other course and further my English as well. I found that learning another language is not going to work over night as people might think. Therefore we have to keep doing what we are doing very patiently. As far as I know there are quite a few overseas students in my situation and some of them don't want to go back to their country preferring to live here. The reason is they find out living in Melbourne can be better than living in their country or any other country. It can be more livable, flexible and enjoyable so they try to find out a way to stay.

Finally, I have always been fighting the fear of loneliness while I have been here and the fear of failing as other people do, I suppose. But if you believe in yourself and have a go, your dream will come true. I have never regretted that I have challenged myself. I have learnt a lot not only about studying but also how to live for my future. Most of all, the experiences in Melbourne gave me a opportunity to think about myself. Make it happen.

